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ABSTRACT

This learning guide on improving responses to individual and family crises is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general comments for use of the learning guide; general guidelines/check list for users with key to symbols used to designate enhancement activities; and introduction. The guide covers four competencies: identify life situations that cause stress for individuals or families; describe ways children and adults may react to stress; determine strategies for coping with stress; and employ a conflict management strategy in a life situation. Materials provided for each competency include a list of learner outcomes, key ideas, definitions, strategies/methods for facilitators, and suggested activities for learners. Twenty-nine supplements contain information and activity sheets on the following: development through the life span, stress and stress management, case studies; support systems, values, anger, constructive communication, listening, and conflict. A bibliography lists 68 items. (YLB)

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Improving Responses to Individual and Family Crises

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General Comments for Use of This Learning Guide

The key to responding to individual and family crisis seems to be CONTROL—taking charge of one's life. Techniques need to be included that cause learners to control (make choices and take specific actions).

It is important for the facilitator to be well-acquainted with each person. A variety of warm-up activities to get acquainted may be used to introduce group sessions.

The facilitator should work toward setting up a comfortable, respectful, and trusting environment in the classroom. Assure learners their participation is important, but only as they are comfortable doing so.

Specific rules related to discussion and disclosure should be made known to learners. People need to feel free to discuss or not, and disclose whatever does or doesn't make them comfortable.

The facilitator should use techniques that build self-esteem. In order to be in charge of themselves, people need a positive self-image. Concentrate on what learners *do well.*

The facilitator should have a can-do attitude and encourage learners to do likewise. Many learners have had little positive reinforcement or successful, supportive role models.

The facilitator should be ready to use values clarification activities. Let learners talk about what is important to them. Do not pass judgment nor show shock at *what* or *how* you are told.

Content and activities should be adapted to the unique needs of learners and the local standards. Alternate plans should be developed in case planned materials are too sensitive or otherwise objectionable.

Keeping a journal helps develop writing skills, but more importantly, provides an avenue to express frustrations in a nonthreatening way. The facilitator need not look at the journals, but may invite learner to discuss written responses.

Learners should be encouraged to share class content with family and friends.

General Guidelines/Checklist for Users

The terms "facilitator" and "learner" are used throughout to describe the instructor and participants.

STRATEGIES (for facilitators) and ACTIVITIES (for learners) as stated in the guide are not always parallel as to numbering system.

Facilitators need to find out where learners are with each of the competencies. Get-acquainted activities designed by the facilitator and various Supplements may be useful in assessing the individual needs of learners. Learners may be best served by addressing all of the competencies in the order presented in this learning guide.

Key to Symbols - The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to learner abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Before addressing any of the competencies, the facilitator should check in advance to see what materials or preparations are needed for the competency as numbered.

Competency #1 - Identify life situations that cause stress for individuals or families.

_____The facilitator might have on hand pictures from magazines or newspapers that depict stress if learners do not.

_____The facilitator may wish to have ready some short story or news article to aid in defining stress.

_____Duplicate Supplement 1 on possible stress producing events.

_____Select and duplicate any of Supplements 2, 3, or 4, whichever is suitable for the learner group, to identify life situations that produce stress.

_____A chalkboard or newsprint may be needed to list examples of stress.

_____Have ready 10 blank 3"x5" index cards or blank pieces of paper if using stress cards.

Competency #2 - Describe ways children and adults may react to stress.

_____Duplicate Supplement 5, "Stages of Stress," as needed.

_____Duplicate Supplement 6, "Stress-Related Signs and Symptoms" if needed.

_____Duplicate Supplement 7, "Case Study," if to be used to identify stress-related signs and symptoms.

_____Duplicate Supplement 6 for identifying personal reactions to stress.

_____Duplicate Supplement 8 for identifying vulnerability to stress.

Competency #3 - Determine strategies for coping with stress.

_____Duplicate Supplements 9 and 10 if learners are to do activities on controlling change as a means to cope with stress.

_____Duplicate Supplement 11 if learners are to do an activity on determining personal strengths.

_____Duplicate Supplements 12 or 13 for learners to identify support systems.

_____Duplicate Supplement 17 if desired as a handout reading on stress management.

_____If "Case Study" in Supplement 7 is looked at again, duplicate Supplement 17, "Positive and Negative Coping Strategies."

_____If appropriate, invite a guest speaker or panel of professionals in to discuss strategies of stress management.

_____Duplicate Supplement 15 if to be used to rate learner's personal stress management plan.

_____The facilitator should have a local telephone book available to help identify people, groups, and agencies that offer free or inexpensive help in coping with stress.

_____The facilitator may wish to have magazines and newspaper articles available for examples of how various people have coped with stress.

_____Duplicate Supplement 16 on helping children cope with stress.

Competency #4 - Employ a conflict management strategy in a life situation.

_____Duplicate Supplements 18 and 19 as desired for values and conflict activities.

_____The facilitator might have available some examples from commercials, cartoons, newspapers, and magazines to illustrate values being portrayed.

_____Duplicate Supplement 20 for discussion of handling anger.

_____Duplicate Supplements 21 or 22 for use in identification of destructive and constructive communication.

_____Duplicate Supplement 23, "Interpersonal Communication Inventory."

_____Duplicate Supplements 24 or 25 for discussion of listening skills.

_____The facilitator will need to assemble articles required for listening kit in Supplement 25 if used.

_____Duplicate Supplement 26 as needed for communications skills activity.

_____Duplicate Supplement 27 if used to identify outcomes for conflict situations.

_____Duplicate Supplement 28 if to be used as a handout on resolving conflict.

_____Duplicate Supplement 29 if used as a worksheet for learner to illustrate a personal strategy for resolving conflict.

Introduction

Try as one may to keep life on an even keel, the reality is that to grow and develop, major life changes will need to be made, and one will need to negotiate the inevitable ups and downs of change.

All change, whether important or trivial, planned or unplanned, joyous or sad, makes demands upon one's energy for coping and adapting. All adaptation to life events causes some stress. Ordinarily, change occurs slowly over a long time, and people have enough energy to accommodate the positive and negative changes with relative stability. People simply adapt to the wear and tear of life's circumstances or maintain the status quo. A crisis situation can result when people are not able to handle change. (The technology of . . . n.d.)

A crisis is an extreme change, a type of demand in which a person suffers a breakdown in coping ability. Whether due to a major threatening event or a series of stressful events, the burden may seem too great to bear. The resulting disorganization and confusion can affect feelings, thoughts, physical functioning, social relationships, and behavior. (Slaikeu, 1990)

Two types of crises that individuals and families experience are (1) developmental transitions or changes with movement from one stage of life to another such as entering high school or college, leaving home, and getting married; or (2) situational crises that occur due to hazards in life that are less expected such as physical injury or illness, violent crimes, loss of an important relationship, death of a family member or friend, and divorce.

The state of crisis is characterized by symptoms of stress, an attitude of panic or defeat, focus on relief, and lowered efficiency in functioning and problem solving. (Slaikeu, 1990)

Response to crisis (or the crisis resolution process) results in getting people to do as much as they can for themselves, to operate from a position of strength rather than weakness, to regain some type of equilibrium in life, and to regain control of life. Responding to crisis and working through the crisis situation may include these areas of concern:

Immediate intervention—getting help
Action—assessing the situation, including what can and cannot be done; setting priorities
Setting a limited goal—helping oneself on a small scale at first
Restoring hope and expectations—recognizing crises do not last forever
Support—activating support systems for help
Focused problem solving—identifying the real problem and making a plan of action; this is the backbone of crisis intervention
Self-image—assessing, then making efforts to protect and enhance self-image
Self-reliance—combating dependency (Slaikeu, 1990)

Certain conditions have been identified which increase the chances that a family or individual can cope effectively with a crisis once it occurs.

Twelve optimum conditions for recovery from a crisis are as follow

1. adequacy of the family organization (i.e., a group or unit that works)
2. flexibility of the family to change
3. length of time the family has had to anticipate the event
4. degree of consensus, happiness, stability, and satisfaction present among family members
5. family's previous experience with other crisis events
6. extent to which the family uses democratic problem-solving methods
7. degree of participation by partners in roles outside the home
8. amount of social network support available to the family
9. family's ability to place responsibility for the crisis on external events or persons
10. changes necessary to cope with the crisis
11. amount of change, both positive and negative, experienced in the past year by family members
12. how the family interprets the event—whether it is considered a loss, a threat, or a challenge (Families in crisis . . . 1979)

How an individual responds to a crisis event and works through the crisis experience depends on the severity of the precipitating event (how the person perceives the event); material resources (money, food, housing, transportation) to alleviate financial burdens; personal resources (ego strength, previous history of coping with stressful situations, existence of any unresolved personality problems, and physical well-being); and social resources (support systems such as family, friends, work associates for emotional support, information, and referral). (Slaikeu, 1990)

Skills such as stress management, communication, and conflict resolution can make a significant improvement in response to crisis.

The ways one chooses to deal with crises will determine whether growth and a new level of awareness and maturity develop or whether stagnation and failure to develop dominates.

Identify Life Situations That Cause Stress for Individuals or Families.

Learner Outcomes

- Give varied examples of sources of stress.
- Given task listings, learner can select stressful events for adults, children, and elders.
- Given a list of events and activities, learner will assess life changes that can affect stress levels.

Definitions

stress	- a natural reaction of the body to any demand (unpleasant or pleasant) placed upon it; may be physical or psychological; may be an attitude caused by some event or situation
life situation	- an event, condition, or stage in life

Key Ideas

Stress is a normal, natural, and necessary part of life. It motivates one to meet life's challenges and gives extra strength needed to fight off danger or to flee from it.

Pressure and demands on one's energy and time can come from several sources, but the main sources of stress can be found

- at one's job (deadlines, conflict, boredom).
- in one's personal life (money problems, marriage, divorce, death, violence).
- in one's environment (weather, living conditions, traffic).

Stress is felt by all people—children, adults, and elders.

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Strategies/Methods

1. The facilitator should define and clarify what stress means. Emphasize that stress is the way one's mind and body reacts to any situation that is new, threatening, or exciting. For example: *mentally*, one may experience feelings of nervousness, anger, anxiety, or depression; *physically*, one may experience increased heart rate, shortness of breath, indigestion, and/or tight muscles.

2. The facilitator may wish to have available some examples such as a story, picture, or news article to aid in defining stress. If facilitator feels appropriate, ask learners to think of a recent event that may have caused someone they know to be nervous, swear, lose sleep, or be fatigued. (Soap operas on television can be a rich source of examples.) The facilitator should emphasize that these signs such as nervousness, swearing, and fatigue help determine that a person is reacting to stress.

3. Discuss with learners life situations (events, conditions or stages in life) that can be stressful. The facilitator can give or ask for examples of how new, threatening, or exciting situations can produce stress. Some examples might include starting school, discussing a personal problem, speaking before a group, going on vacation, unemployment, asking for a loan, family conflict, death of a loved one, standing up for one's rights, and/or accepting praise. The facilitator could have learners individually list the events and then discuss as a group.

4. The facilitator could ask learners to identify pleasant and unpleasant life situations that produce stress. Some examples of pleasant events might be winning a prize, birth of a child, marriage, holidays, a new romance, change in weather, starting a new job, or starting school. Unpleasant events producing stress may include death of a close friend or relative, divorce, major illness, failing a class, trouble with family, conflict with coworker or neighbor, breakup of a relationship, military separation, or being made fun of.

5. The facilitator should be ready to list and discuss sources of stress at the job, in personal life, and in the environment. Some examples include JOB (co-workers, responsibilities, pay, deadlines, promotion, lay off, strike), PERSONAL LIFE (health, relationships), and ENVIRONMENT (weather, living conditions, neighborhood).

6. The facilitator could use Supplement 1, "Development Through the Life Span," in a variety of ways to illustrate that stress may be felt throughout a person's life, by a child as well as an adult or elder. Example of ways might be to select tasks by stage of life represented by learners in class, identify experiences learners may already have had, or project upcoming events.

7. The facilitator may select to use one or more of Supplements 2, 3, and 4 (dependent upon which group is reflected in class) to identify life situations that produce stress. Scales are available for the adult, teen, and child. These scales are intended to be used for *viewing how many changes are occurring in one's life*, but not to be interpreted as scientific fact.

   Note: The facilitator needs to keep in mind that using the varied *activities* in this learning guide can enable the learner to honestly explore one's own life situations regarding stress. While learners may benefit from sharing experiences, caution should be used by the facilitator in asking learners to disclose information which may be sensitive.

Suggested Activities

1. Using magazines or newspapers, have learners collect pictures that could depict stress. Examples could include winning the lottery, famous person with a serious illness, famous person suffering an embarrassment, losing a home due to a flood, or a child starting school. Have learners tell why these could be stressful. If appropriate, use pictures to create a collage or bulletin board.

2. Have learners write on a newsprint or blackboard the three headings JOB, PERSONAL LIFE, and ENVIRONMENT. Then have learners give examples of stress under each heading. An alternative would be to have learners work in groups to give examples of stress on the job, in personal life, and in the environment. Groups could share results of discussions. Have learners discuss whether the stressful life situations are pleasant or unpleasant.

3. Using random ages, have learners discuss how age might be a factor in what stressful events happen to a person. (Refer to Supplement 1.) Discuss how change produces stress.

4. Give each learner 10 blank 3" x 5" index cards (or blank pieces of paper). On each card, ask the learner to list a life situation (event, condition, or stage in life) that produces stress in the learner's own life. Examples could be divorce, birth of a child, step-family visit, death of a pet, big bill due, military service, moving to a different house, car problems, conflict with a neighbor, or gaining weight. Have learners rank cards according to amount of stress produced. If appropriate, learners can share ranking with others or with the group and discuss how people experience and rank stress differently in life situations.

5. Using cards from Activity 5, learners might trade one stress card with other learners. Discuss why the stress card was traded and how life might be different if one did not have that stress in life. Other ways to sort cards could be according to stress as pleasant or unpleasant; stress as related to job, personal life, or environment; or according to what age group each stress might be most apt to affect.

6. Have learners bring in news items that depict stress for various age groups and share. News items can be used to make a bulletin board on stress topics (such as unemployment).

7. Using Supplement 1, "Development Through the Life Span," discuss stressful events likely to be faced by children, adults, and elders. For example, children may face starting school, separation from family, changes in family, and peer pressure; adults may experience marriage, pregnancy, loss of a loved one, money problems, and injury; elders may face retirement, lack of income, and physical inability.

8. As appropriate, have learners select and fill out one of the scales in Supplements 2, 3, or 4 ("Determine Your Stress Level – Adults," "Determine Your Stress Level – Teens," and "Stress Scale – Child") to identify changes or stressful experiences. Total the stress score.

Describe Ways Children and Adults May React to Stress.

Learner Outcomes

- Give examples of stress-related signs and symptoms.
- Given a checklist of stress symptoms, learner will determine personal responses to stress.
- Using a scoresheet, learner will determine her or his vulnerability to stress.
- Given listings, learner can differentiate how children and adults respond to stress.

Definitions

reaction	- action caused by some influence; may be unplanned
response	- to do something to or with a situation; may be planned
vulnerability to stress	- likelihood of being affected or influenced in a harmful way by stress
stressor	- a source of stress
chronic stress	- serious stress over a long period of time
stress symptom	- a condition which indicates stress

Key Ideas

Stress affects the way one thinks and feels about oneself, other people and the world around. Stress can attack one's self-esteem, may make it harder to relate to others, and can decrease one's energy needed to participate in activities in one's surroundings.

Some stress is good because it can motivate one to meet challenges and help make life interesting. Too much stress can leave one feeling nervous, angry, hassled, and burned out. Too much stress can harm one's physical and mental health and may contribute to serious depression or disease (e.g., ulcers, allergies, high blood pressure, heart attacks, or stroke).

While childhood is a time for fun and play, it is a time of intense stress for many. Reactions to stress can take many forms, but symptoms of stress in children can be seen in four main areas: *emotional functioning* (depression, anxiety, sense of hopelessness, nightmares, crying, worry), *behavior* (fatigue, hyperactivity, aggressive behavior, withdrawal from others, nervous laughter, irritability), *school performance* (underachievement, truancy, fighting, stealing), and *health* (body aches, headaches, insomnia, and appetite changes).

Many stressors for children are stressors for adults as well. Children are likely to react or return to the behavior of a younger age because they have not learned what else to do. Sometimes a child may be labeled "bad" because the child may react to stress in a way that is considered by adults to be inappropriate.

Strategies/Methods

1. The facilitator may need to discuss with learners how stress happens. Supplement 5, "Stages of Stress," can be given as a handout for learners to read. Emphasis should be given to the three stages of stress as it affects the body.

2. Using Supplement 6, "Stress-Related Signs and Symptoms," the facilitator might ask learners to identify any stress-related signs and symptoms they may have experienced or seen in others. Emphasize the three different categories where stress can be seen: physical signs and symptoms, thoughts and feelings, and behaviors. It is recommended that the facilitator read the paragraph at the bottom of handout with learners.

   The facilitator might work individually with learners.

3. As learners begin to note stress-related signs and symptoms, the facilitator should emphasize that learning to identify reactions to stress is the goal. (Do not let learners get bogged down on which category an example fits into.)

4. The facilitator should emphasize that stress affects the way one thinks and feels about oneself, other people, and the world around. In order to stimulate discussion, the facilitator might ask questions such as

   - What is a stressful event that could attack one's self-esteem? (Example: being laughed at for some article of clothing or for a physical disability.)
   - How would stress make it harder to relate to others? (Example: people may become withdrawn or short-tempered and may have a problem relating to others.)
   - How may stress influence how you relate to the world around you? (Example: stress may limit one's ability to function well.)
   - What might be the effect or result of stress carried for a long time? (Example: stress may harm one's physical or mental health and may lead to serious depression or disease.)

5. The facilitator should discuss with learners how some reactions to stress can have unwanted consequences and make a stressful situation even worse. (An example: Because a person is late due to a car problem, she or he drives fast to work, gets a speeding ticket that she or he cannot afford, which forces her or him to use Christmas savings.)

   The facilitator might ask such questions as

   - What are some *typical reactions* to stressful situations? (Supplement 6, "Stress-Related Signs and Symptoms," gives examples of reactions to stress.)
   - Which reactions to stress may be considered *helpful*? (Those that would help manage stress, maintain control, and not contribute to another stressful situation.)

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- Which reactions to stress may make a situation *worse?* (Reactions to stress that avoid the problem or that cause hurt people or hurt feelings (e.g., get angry, withdraw, make excuses, feel sorry for yourself.)

- Which reactions to stress make it possible for a person to have some *control* over the stressful situation? (Think through what needs to be done rather than becoming hysterical or out of control in some way.)

- What are some *alternatives* to unhelpful reactions to stress? (Take a timeout, ask someone for help, be healthy, decide to make the situation better.)

6. Have learners complete Supplement 8, "How Likely Are You To Be Affected by Stress?" (Activity 5). Note that Supplement 8 has a facilitator's guide of points that can be made.

   If learners desire personal help, the facilitator might work with each learner to discuss individual scores. The following questions could be asked:

   - How could these items (any) affect you in a negative way?

   - What is the relationship of these (any) items to stress?

7. The facilitator may discuss ways children react to stress by referring to Supplement 1, "Development Through the Life Span," and Supplement 4, "Stress Scale – Child." Ask learners to review what events in childhood may produce stress. (The facilitator should be ready to give examples of stress in children if none are volunteered.) Emphasize that stressors for children may be stressors for adults as well (such as divorce, or death of a loved one). Reactions of children to stress may be similar to those of adults and serious to a child's physical and mental health. (See "Key Ideas" for points about children's stress.)

8. The facilitator may wish to consider asking a school counselor to class to address how to assist children in managing stress.

Suggested Activities

1. Using Supplement 5, "Stages of Stress," have learners volunteer to relate any experiences they may have had with the three *stages of stress.*

2. Using Supplement 6, "Stress-Related Signs and Symptoms," have learners volunteer to give examples of the three categories of *signs and symptoms* of stress (physical signs and symptoms, thoughts and feelings, and behaviors) that they may have had or noted in others.

3. If appropriate, learners can identify their personal stress symptoms by filling out Supplement 6 (Individual or personal discussions with the facilitator may be appropriate but voluntary.)

4. In groups or individually, have learners read Supplement 7, "Case Study," and list stress-related signs and symptoms the people in the case study might be experiencing. Learners may compare responses. (There are no right or wrong answers.)

5. Learners may become aware of some vulnerability to stress through filling out Supplement 8, "How Likely Are You To Be Affected by Stress." Learners could be asked to volunteer to tell what effect each behavior listed on the questionnaire would likely have on her or his vulnerability to stress.) "Facilitator Guide to Supplement 8" includes points to make.

6. Using Supplement 1, "Development Through the Life Span," or Supplement 4, "Stress Scale – Child," have learners give examples of stressors children have, stressors adults have, and how each may react to stress. The following are example starter questions to ask:

   - How might the *reactions* to money problems at home affect children compared to adults?

   - Or moving to a different house?

   - Or divorce?

Determine Strategies for Coping with Stress.

Learner Outcomes

- Using results of self-awareness activities in Competencies One and Two, learner will assess personal stress level and vulnerability to stress.
- Anticipate upcoming events/ changes that may produce stress.
- Determine personal support systems.
- Develop a personal plan of action for coping with stress in a life situation.
- Develop an awareness of strategies useful to assist a child in coping with stress.

Definitions

crisis	- crucial time or event which causes a major change in one's life and where ordinary coping ability is disabled
distress	- harmful side effect of stress; may cause physical or mental breakdown
self-esteem	- beliefs and attitudes one has about oneself
cope	- to deal with to some degree of success (not the same as reaction)
coping strategy	- a way of managing stress
support system	- things and people one can depend upon for help
reaction	- action caused by some influence; may be unplanned

Key Ideas

A person who copes well with stress can find ways to make her- or himself feel better without hurting anyone.

A first step in coping with stress is learning to recognize the sources of stress in one's life situations.

The ability to control or take charge of one's life seems to be a key to effectively coping with stress in life situations. While one cannot control whether a stressful life event occurs, one can control how one thinks, feels, and acts.

Skills for handling change in life situations and coping with stress include

1. learning about oneself.
2. anticipating changes.
3. maintaining support systems (things and people which can be depended upon for help).

The foundations for coping with stress are laid in childhood through building high self-esteem and an "I can do it" attitude.

The better one feels about oneself, the more capable one is of coping with stress.

Children's ways of coping with stress are different from adults. Children lack the variety of coping mechanisms available to adults. For example, one may start acting like a child of a younger age or slip into "bad" behavior for lack of knowing what else to do with stress. Skills children need to cope with stress include liking themselves, feeling in charge of things that happen to them, taking responsibility for decisions, and effectively solving problems with others.

If not managed effectively, stress may contribute to life situations becoming out of control and crisis may result.

Strategies/Methods

1. The facilitator should discuss the difference between *reaction* to stress (action caused by some influence, often unplanned and unhelpful) and *coping* with stress (to deal with to some degree of success). Effective coping involves a plan for managing stress that would include making one feel better without hurting anyone.

2. The facilitator should emphasize the need or importance of coping or dealing with stress. If not managed effectively, stress may contribute to life situations becoming out of control and crises may result. The facilitator should emphasize that one's physical and mental health may be influenced by the way one adapts to the ups and downs and change in daily living. For example, stress has been identified as a major contributor (directly or indirectly) to such varied conditions as high blood pressure, coronary heart disease, cancer, canker sores, infections, genital herpes, lung ailments, accidental injuries, cirrhosis of the liver, diabetes, and migraine headaches. (It would be helpful to have some articles or publications available to share with learners that call attention to this.)

3. The facilitator should emphasize that one *can* develop skills for coping with stress (see "Key Ideas"). One technique for learning more about oneself is using self-awareness activities such as those in Supplement 6, "Stress-Related Signs and Symptoms," and Supplement 8, "How Likely Are You To Be Affected by Stress?" (Supplements 2, 3, and 4 can also be considered.) These self-awareness techniques can help learners to identify one's personal stress symptoms and whether one is vulnerable to stress.

4. Another technique the facilitator can use is to direct learners to anticipate changes in life situations. Have learners complete a time line or calendar of anticipated changes in the three categories of personal, job, and environment. (See Supplement 9, "Preparing for Stress . . . Personal Time Line.") The facilitator should emphasize that if one is able to anticipate changes, control can be exercised by spreading out stressful events so they do not all come at once, and making arrangements which will assist in coping with the stressful events.

5. Using Supplement 12, "Test Your Support Network" and Supplement 13, "Building Your Support System," the facilitator can have learners identify people who can provide various types of support. The facilitator needs to emphasize the value of having support systems. The facilitator might make the following points:

   - Support systems may offer a place to talk about problems and provide emotional support.
   - Support systems communicate to a person that she or he is loved, cared for, and valued.
   - Support systems may provide information and referral to other sources of help.
   - Support systems may offer a source of money, transportation, and shelter.

6. The facilitator may wish to hand out Supplement 17, "Positive and Negative Coping Strategies." Discuss with learners the meaning of these strategies.

7. The facilitator could use the case study in Supplement 7 to have learners (individually or in groups) suggest positive coping strategies. Positive coping strategies are ways of making oneself feel better without hurting anyone (self or others). Coping strategies from Supplement 17 may be used for ideas on positive coping strategies.

8. The facilitator might consider inviting a guest speaker or panel of professionals who counsel on stress management.

9. The facilitator may choose to have learners set a goal for reducing stress in some aspect of their life and then create a personal plan to manage the stress identified. Emphasis should be placed on simplicity and usefulness. The personal plan for stress management might include the learner's stressors, goal to work for, and a plan of action (such as developing a healthy lifestyle). Supplement 17 may be used as an aid to identify coping strategies.

10. As a follow up to the personal stress management plan in Strategy 9 above, the facilitator may, after an interval of time, have learners use the evaluation form (Supplement 15) to judge whether their personal stress management plans made a

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difference. Learners may need to be encouraged to try another approach if this plan did not work. If the plan did help reduce stress, learners could be encouraged to plan for managing stress in other areas of their life or help children, other family members, coworkers, or friends to develop stress management plans.

11. If appropriate for learners, the facilitator might emphasize children's ways of coping with stress which are different from adults. Skills *children* need to cope with stress include liking themselves, feeling in charge of things that happen to them, taking responsibility for decisions, and effectively solving problems with others. Children lack the variety of coping mechanisms available to adults and may act "badly" for lack of knowing what else to do with stress. Emphasize that a foundation for children coping with stress is building high self-esteem and an "I can do it" attitude. Also, children need to be provided with a variety of coping mechanisms. These include allowing comfortable expression of anger and opportunities for taking some control of choices. The facilitator needs to be cautious and recognize that some coping mechanisms might not be acceptable in some homes. An example of a strategy that may be used to help children cope with stress is included in Supplement 16, "Children Coping with Stress." The facilitator might discuss other examples of ways to help children cope with stress.

1. Have learners review results of self-awareness activities in Competencies One and Two to assess one's personal stress level and vulnerability to stress. If appropriate, have learners volunteer any comments about what was learned about themselves.

2. Using Supplement 9, "Preparing for Stress . . . Personal Time Line," have learners create a personal time line showing the major stressful life events that may need to be faced over the next month, three months, or year. Have learners identify times when several changes and/or several stressors occur at once. Then have them determine if any stressful events can be reduced.

3. Using Supplement 10, "Personal Plan To Manage Stressful Events," have each learner state a stressful event that can be controlled. Then each learner may tell which are out of one's control (must be accepted and not worried about). The learners may identify how important the stressful event is. Learners can share or keep ideas private, whichever seems appropriate.

4. To reinforce the learners' abilities to manage stress, have learners underline personal strengths in Supplement 11, "My Personal Strengths Sheet," as appropriate.

5. Have learners identify their support systems (things and people which can be of help) available to them in times of stress. Supplement 12, "Test Your Support Network," or Supplement 13, "Building Your Support System," may be used as worksheets for this purpose.

6. Individual learners could select and research a local source of free or inexpensive professional help for coping with stress (individuals, groups, or agencies). Information might be included in report listing: name, address, phone number of agency/individual, hours of operation, services provided, cost, contact person, how to receive services, people served, publications, and so on. Learners could share information and even create a directory of local services.

7. If appropriate, learners may volunteer to share successes in coping with stress. As an alternate, learners might interview someone who has successfully coped with stress (counselor, student, elder, pastor/priest/rabbi, teacher, friend) and share coping strategies which were identified as effective.

8. Have learners bring in current newspaper or magazine articles involving stress. Discuss what techniques for coping with stress were used and if these are effective or ineffective.

9. Have learners select a source of stress (stressor) and identify a goal for reducing stress. (Supplement 14 contains a list of common stresses for adult groups.) Learners should then create a personal plan to cope with (or manage) the stress. Each learner should develop a personal plan to meet her or his own needs.

10. As a follow up activity to Activity 9, learners might evaluate their personal plan for coping with stress. Use Supplement 15 as an evaluation instrument. If the plan was successful, learners may select other areas to develop.

11. Have learners give examples of ways *they* can help children cope effectively with stress in the following areas. (Sample answers are given.)

    Ways to help a child like her- or himself:

    - be a good role model
    - help children learn to succeed in school (e.g., attribute nonsuccess to insufficient effort rather than lack of ability)
    - help children select tasks they can succeed in
    - help children learn to reward themselves
    - giving help to others (may make kids feel better about themselves)

    Ways to help a child feel in charge of things:

    - be a good role model
    - help children make a plan of action or guide for success on a given task
    - teach mastery of tasks by offering lots of opportunities to make choices (give guidance and specific feedback)

    Ways to help a child take responsibility:

    - be a good role model
    - teach making choices, guidance in accepting probable consequences of choices, and responsibility in accepting outcomes

    Ways to help a child effectively solve problems with others:

    - be a good role model
    - encourage children to develop understanding of self and other people
    - encourage children to learn the difference between thoughts, feelings, and actions
    - teach communication skills
    - help children manage strong feelings such as anger without hurting either self or someone else
    - help children practice working together to solve problems

12. Using suggestions given in Supplement 16, "Children Coping with Stress," have learners identify strategies to use to help a child in coping with stress. Have learners identify strategies which have been successful or unsuccessful. Discuss what effects various coping strategies might have on the child and on others the child relates to. For example, if a child feels stress from being laughed at for being fat, she or he could stay home from school, fight, or eat something to give comfort. (These are all negative coping strategies which could make the situation even worse.) Positive coping strategies would be if she or he could become involved in some noncompetitive activity like scouts, join a club, or run for an office, or exercise to work off stress and lose weight. These strategies would build self-esteem, help to work off anger, and allow her/him to have some control over choices.

Employ a Conflict Management Strategy in a Life Situation.

Learner Outcomes

- Identify life situations that can cause conflict.
- Identify ways to manage anger as a means of resolving conflict.
- Given case examples, learner will evaluate outcomes of conflicts.
- Demonstrate effective communications skills as a conflict management strategy.

Key Ideas

Conflicts are a natural part of relationships. People are different and these differences may become the basis for conflict.

Conflict may happen when (1) someone behaves in a way that keeps another person's needs from being met and (2) values do not match.

Conflict is not always harmful. Conflict can be constructive when issues are brought out into the open and resolved to the satisfaction of persons involved.

People sometimes show anger when they do not know what else to do with strong feelings. Management of anger may be necessary in order to resolve conflict. Anger can be directed into helpful, not hurtful expressions. Anger can be controlled through taking time to cool down, admitting angry feelings, talking about one's feelings, sticking to an issue, asking for feedback from the other person (and listening to what she or he says), and, letting go of the anger once it is expressed.

Definitions

conflict	- a clash or sharp disagreement; argument
conflict resolution	- to develop a working agreement; to find a solution acceptable to all parties in a disagreement (win-win outcome)
communication	- a two-part process (sending and receiving) to exchange information and feelings
conflict management strategy	- a plan for solving a problem between people
verbal	- consisting of or relating to words (written or spoken)
nonverbal communication	- expressing oneself through gestures, facial expressions, body posture, and tone of voice
active listening	- hearing words and feelings as well as asking questions to be sure a message is accurate
need	- a necessary thing (emotional needs may include love, belonging, to feel worthwhile; physical needs may include food, air, water, clothing, shelter)
values	- what we believe in; principles by which we live

Effective use of communication can be a tool for resolving conflict. Effective communication depends upon sending a clear message (verbal and nonverbal), careful listening for words and feelings, and mutual respect.

The kind of communication that results in divorce, child abuse, runaways, family violence, and riots is called "nontherapeutic" or destructive communication. The messages sent in destructive communication tend to make people feel judged or guilty. Destructive communication may prevent one from meeting needs for love and acceptance and can lead to conflict.

Constructive communication or "therapeutic" communication has a healthy effect on people. Constructive communication may help people feel better, encourages them to talk, helps them express feelings, fosters a feeling of worth or self-esteem, reduces threat or fear, and helps growth and constructive change. Constructive communication may help in people meeting needs and may help prevent or help resolve conflict.

Three possible outcomes of conflict include (1) **lose-lose**, (2) **win-lose**, and (3) **win-win**. First, if a conflict results in a **lose-lose** outcome, physical violence may occur or

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feelings will get hurt, the outcome may be worse than ever; both people may disrespect themselves and each other. Second, in a **win-lose** outcome, physical violence or verbal abuse may occur, one person gives in or runs away; the disagreement may be settled, but both people may disrespect themselves and each other. Third, a conflict may result in a **win-win** outcome where nobody ends up getting hurt; the disagreement gets settled through compromise; each gives up something to get something; and both people respect each other. This is the best way to resolve conflict.

1. The facilitator should reinforce the idea that some conflict is a normal part of getting along with people. Discuss with learners where conflicts may arise in relationships with family, friends, and coworkers. Ask learners for examples.

2. The facilitator should emphasize that people often act in ways to meet their needs. The facilitator may wish to discuss how not having one's needs met results in conflict. For example: A parent's need to feel worthwhile may interfere with a teenager's need to show independence. Conflicts may result when a parent needs to control a teenager's social life and the teenager needs to feel free to lead her or his own life.

3. Conflict can occur when values do not match. The facilitator should be ready to discuss values, why they are important, and how differing values may lead to conflict. Emphasize that values are what people believe in or principles by which we live. Values affect what people consider good and bad, right and wrong. The facilitator could use ads, clippings, television commercials, or cartoon strips to identify values being portrayed. Then, discuss examples of values that clash or conflict. Supplement 18, "What Do I Value in Life?," and Supplement 19, "Values-in-Conflict Case Studies," can be used to clarify values, how values differ among people, and how clashes in values may result in conflict. The facilitator should emphasize that people differ and these differences may result in conflict.

4. Effective communication can be a tool to resolve conflict. The facilitator should help learners understand the difference between constructive communication and destructive communication in resolving conflict. Emphasize that constructive communication has these probable outcomes:

   - focuses on the issue or problem
   - encourages cooperation; helps the other person feel "okay"
   - contributes to resolving conflict

   Destructive communication has these probable outcomes:

- usually involves attacks on the people who are in conflict
- tends to make people feel badly and frightened or withdrawn
- may make a conflict worse or prevent conflict resolution

The facilitator might ask learners if they can give examples of probable outcomes of constructive and destructive communication for a person. Ask, for example, what if someone were called a "slob"? How would this person feel? What would she or he do? The facilitator can use examples given in Supplement 21, "Constructive or Destructive?" or Supplement 22, "Choose Your Words Carefully for Constructive Communication," to distinguish between constructive and destructive communication. Learners could be encouraged to change destructive statements into constructive statements. Learners could make up additional examples.

5. The facilitator should help learners recognize that anger is an emotion felt by everyone at some time. Anger can be expressed in a variety of ways from a mild reaction to rage out of control. Anger, if not managed, can lead to physical harm or injury and violence. Expressing anger in hurtful ways may make a conflict worse, or result in physical harm or injury and violence. The facilitator might discuss three ways people use to control anger:

   (1) stuff it (deny true feelings, become withdrawn or depressed, eventually explode in an inappropriate way)

   (2) escalate it (blame and call names, do not take responsibility for feelings and actions)

   (3) direct it (express true feelings in an honest, open, yet kind manner). *The facilitator should emphasize that to effectively control anger is to direct it.* Ways to *direct* anger are taking time to cool down, admitting angry feelings, talking about one's feelings, sticking to an issue instead of attacking a person, asking for reactions from the other person and listening to both words and feelings, and letting go of the anger once it has been expressed. An example of directing anger might be "I feel really angry when you don't come home when you say you will because it seems like you don't love me!" (*Prevention of Family Violence*, 1985).

6. The facilitator might illustrate ways people control anger by using examples taken from television shows, movies, and articles found in newspapers or magazines.

7. Supplement 20, "Anger Test," may aid learners to identify how they handle anger. The facilitator could ask the following questions:
   - How do people express anger?
   - What kind of feeling would a person have after getting so angry as to lose control?
   - How can people express anger but make themselves feel better without hurting others?

8. The facilitator should emphasize that communication skills include sending clear messages, active listening, and positive use of body language. Communication skills are tools that may prevent or help in resolving conflict. Using Supplement 21, "Constructive or Destructive?" or Supplement 22, "Choose Your Words Carefully for Constructive Communication," have learners identify what messages are being communicated, what words and feelings are being expressed, and whether the communication is constructive or destructive.

9. Supplement 24, "Ten Commandments for Good Listening," could be given as a handout to emphasize the importance of developing listening skills in communication. Discuss the value of each commandment. Ask students to give examples of situations where these commandments can be carried out.

10. The facilitator might use Supplement 25, "Listen Kit," as an interest and motivational activity to illustrate or summarize points made about listening.

11. Supplement 26, "Getting the Message," can be used by the facilitator as an activity to illustrate the use of body language. Body language (also called nonverbal communication) includes gestures, facial expressions, body posture, and tone of voice.

12. Referring to points listed in "Key Ideas," the facilitator might discuss three possible outcomes of conflict. An example could be used such as a mother who

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thinks the daughter's skirt length is too short to wear to the game.

Discuss possible outcomes for the following:

lose-lose (argument with name-calling; daughter is grounded from school activities for one month; daughter lies to mother about where she goes)

win-lose (in order to go to game, daughter changes to longer skirt mom chooses; or daughter insults mom, cries, brings up lots of things mom should be ashamed of, mom gives in, and daughter wears short skirt)

win-win (mom and daughter look through fashions both like; discuss why each feels as she does and determine if conflict is really an issue of morals, fashion, or parent control; daughter wears a new pair of pants to the game.)

13. The facilitator might use Supplement 28, "Rules to FIGHT by," as a transparency to review ideas presented about resolving conflict. The facilitator might ask learners to provide an example of a conflict and develop a strategy to resolve the conflict in a win-win outcome using communications skills.

    The worksheet in Supplement 29, "Steps in Resolving Conflict," may be useful in helping learners to think through a process of resolving conflict using communication skills.

1. Have learners identify a number of situations where conflicts arise among friends, family members, and coworkers. Learners could bring in examples found or seen from soap operas, movies, cartoons, newspapers, and magazines.

2. Individually or in groups, have learners use conflict situations above to identify needs people may have.

3. Have learners identify values they rank as important. Use Supplement 18, "What Do I Value in Life?" If appropriate, have learners share top values and note similarities and differences.

4. Have learners bring in examples from commercials, cartoons, newspaper clippings, or magazine articles to represent values held by people. (An ad directed toward grooming might be an example.) Discuss situations where values clash and how this may lead to conflict. Examples are returning lost money, or telling the boss about safety violations by a coworker.

5. Have learners react to situations in Supplement 19, "Values-in-Conflict Case Studies," to identify conflicting values.

6. Have learners determine how they express anger. Discuss effective ways to direct anger after completing Supplement 20, "Anger Test."

7. Have learners clarify the difference between constructive and destructive communication using Supplements 21 or 22.

   If Supplement 22 is used, learners may revise destructive statements into constructive statements.

8. Have learners complete the communication inventory in Supplement 23. Then discuss the important communication skills such as sending clear messages, active listening, and body language referred to in each statement.

9. After reading Supplement 24, "Ten Commandments of Good Listening," have learners give examples of how these might be used in communication and resolving conflict.

10. Have learners volunteer to role play an activity in Supplement 26, "Getting the Message," to be aware of the effects of nonverbal communication (body language). Learners can identify the effects of nonverbal communication on resolving conflict.

11. Using examples given in Activity 1, have learners illustrate possible outcomes of conflict (lose-lose, win-lose, win-win).

12. Use conflict situations in Supplement 27, "Conflict Situations," to identify the probable outcome for each action taken.

13. Have learners provide an example of conflict. Then, read Supplement 28, "Rules to FIGHT by," for guidelines to remember when resolving conflict. Use Supplement 29, "Steps in Resolving Conflict," as a worksheet to illustrate a strategy for resolving the example conflict given using effective communication.

Development Through the Life Span

Stage	Tasks	Possible Stress Producing Events
Infancy (0-1)	Feeding	Disruption in feeding
	Developing sensory discrimination and motor skills	Physical illness, injury
	Gaining emotional stability	Rejection by primary caretaker
Toddlerhood (1-2)	Walking, talking	Physical injury
	Developing sense of independence	Conflict with primary caretaker over increased assertiveness, toilet training, etc.
Early childhood (2-6)	Learning skills and muscle control	Physical injury
	Developing body concepts and learning about gender differences	Conflict with teachers/parents re: learning about gender
	Learning cultural values and sense of "right and wrong"	Conflict with teachers, peers
	Developing concepts of social and physical reality	Entering school (preschool or kindergarten)
Middle childhood (6-12)	Mastering school subjects (three Rs, science, humanities)	Learning difficulties in school
	Developing learning and problem-solving skills	Peer conflicts
	Relating to peers, teachers, and unfamiliar adults	Conflict with teachers
	Developing sense of independence within family context	Conflict with parents
	Developing self-control and frustration tolerance	Change in schools

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Stage	Tasks	Possible Stress Producing Events
Adolescence (12-18)	Adjusting to bodily changes and new emotions	Menstruation
		Sexual intercourse
		Unwanted pregnancy
	Achieving gradual independence from parents/caretakers	Graduation from high school
		Going to college
	Questioning values/developing life philosophy	Conflict with parents over personal habits and lifestyle
	Exploring intimate personal relationships	Breakup with girl/boyfriend; broken engagement
	Exploring vocational options	Career indecision
		Difficulty on first job
		Success/failure in academics, athletics
Young adulthood (18-34)	Selecting and learning to live with a mate/partner	Rejection by potential partner; extramarital affairs; separation, divorce
	Starting a family (or not . . .)	Unwanted pregnancy; inability to bear children; birth of child
	Developing parenting skills	Discipline problems with children; illness of child; inability to manage various demands of parental role
	Deciding about military service	Adjusting to military service
	Getting started in an occupation	Academic difficulties; failure to graduate from high school or college; inability to find satisfactory career; poor performance in chosen career
	Overall development of personal lifestyle in social context	Purchase of home; financial difficulties; conflict with career and family goals; age 30 transition

Stage	Tasks	Possible Stress Producing Events
Middle age (35-50)	Adjusting to physiological changes of middle age	Awareness of physical decline
		Chronic illness (self/spouse)
		Climacteric
	Adjusting to changes in children (to adults)	Rejection by rebellious child
	Dealing with new responsibilities regarding aging parents	Decision about care of aging parents
	Increasing productivity and developing socioeconomic consolidation	Setback in career; conflict at work
		Financial concerns
		Moving associated with career advancement
		Unemployment
	Re-examination of earlier life choices (mate, career, children) and reworking of earlier themes (identity, intimacy)	Awareness of discrepancy between life goals and achievements
		Regret over earlier decisions to not marry, not have children, or vice versa
		Dissatisfaction with goals achieved
	Shift in life structure in light of changes in family and work responsibilities	Promotion
		Break/conflict with mentor
		Marital problems; extramarital affairs
		Return to work, post-childrearing
		Death of friend(s)

Stage	Tasks	Possible Stress Producing Events
Maturity (50-65)	Adjusting to physiological aging (e.g., changes in health, decreased strength)	Health problems
	Preparing for retirement	Decisions regarding retirement (leisure time, new career)
		Change in physical living arrangement (farmhouse to city apartment)
	Developing mutually rewarding relationships with grown children	Conflict with grown children
	Re-evaluating, consolidating relationship with spouse, or adjusting to loss of spouse (death, divorce)	"Empty nest" (last child leaves home)
		Death of spouse, divorce
	Assisting aging parents	Conflict with parents
	Making productive use of increased leisure time	Resistance to retirement (separation or letting go of work roles/responsibilities)
Old age (65-death)	Pursuing second/third career and/or leisure interest	Financial difficulties
	Sharing wisdom from life's experience with others	Interpersonal conflict with children
		Interpersonal conflict with peers (e.g., new living quarters)
		Neglect by adult children
	Evaluating past and achieving sense of satisfaction with one's life	Death of friends
		Awareness of loneliness
	Enjoying reasonable amount of physical and emotional comfort	Illness or disability
	Maintaining sufficient mobility for variety in environment	Difficulty in adjustment to retirement

Determine Your Stress Level - Adults

DIRECTIONS: Pick out all the events from the list below which have happened to you in the past year. Write the stress factor points given for each event on the lines under "YOUR SCORE." (Example: Divorce - 73 points)

	Life Event	Stress Factor	Your Score
1.	Death of spouse	100	_____
2.	Divorce	73	_____
3.	Marital separation	65	_____
4.	Jail Term	63	_____
5.	Death of close member of family	63	_____
6.	Personal injury or illness	53	_____
7.	Marriage	50	_____
8.	Fired at work	47	_____
9.	Marital reconciliation (getting back together)	45	_____
10.	Retirement	45	_____
11.	Change of health of family member	44	_____
12.	Pregnancy	39	_____
13.	Sex difficulties	39	_____
14.	Gain of new family member	39	_____
15.	Business readjustment (such as new ownership)	39	_____
16.	Change in financial state	38	_____
17.	Death of close friend	37	_____
18.	Change to different line of work	36	_____
19.	Change in number of arguments with spouse	35	_____
20.	Mortgage over $40,000	31	_____
21.	Foreclosure of mortgage or loan	30	_____
22.	Change in responsibilities at work	29	_____
23.	Son or daughter leaves home	29	_____
24.	Trouble with in-laws	29	_____
25.	Outstanding personal achievement (a big success of some kind)	28	_____
26.	Wife/Husband begin or stop work	26	_____
27.	Begin or end school	26	_____
28.	Change in living conditions	25	_____
29.	Revision in personal habits (ex: big change in routine)	24	_____
30.	Trouble with boss	23	_____
31.	Change in work hours or conditions	20	_____
32.	Change in residence	20	_____
33.	Change in schools	20	_____
34.	Change in recreation	19	_____
35.	Change in church activities	19	_____
36.	Change in social activities	18	_____
37.	Mortgage or loan less than $40,000	17	_____
38.	Change in sleeping habits	16	_____
39.	Change in number of family get-togethers	15	_____
40.	Change in eating habits	15	_____
41.	Vacation	13	_____
42.	Christmas	12	_____
43.	Minor violations of the law	11	_____
		Total	_____

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Add up the score of all the events that applied to you in the past year. If you score 250 points, you have about a one in three chance of suffering a serious illness in the next two years. If you score between 250 and 300 points, your chances rise to 50/50. If you score over 300 points, your chances are 90%.

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Determine Your Stress Level - Teens

This stress test is not an exact scientific measurement or analysis. It is meant to allow you to think about stress in your life. Changes in our lives are certain to cause stress. Knowing that some life events are more stressful than others and trying to anticipate and plan for such changes may help us.

Below is a list of stress-causing life events you may have experienced. The events are listed in order from some of the most stressful to less stressful for many teens.

DIRECTIONS: Go through the list and circle the number next to each event you have experienced in the past year. Add to the list any stressful events not listed. You may use the space at right to rank order your list of stressful events from most stressful (#1) to least stressful.

Life Events	My Rank Order
1. Getting married	____
2. Unwed pregnancy	____
3. Death of a parent	____
4. Acquiring a visible deformity	____
5. Divorce of parents	____
6. Fathering an unwed pregnancy	____
7. Becoming involved with drugs or alcohol	____
8. Jail sentence of parent for one year or more	____
9. Marital separation of parents	____
10. Death of a sister or brother	____
11. Change in acceptance by peers	____
12. Pregnancy of unwed sister	____
13. Discovery of being an adopted child	____
14. Marriage of parent to step parent	____
15. Death of a close friend	____
16. Having a visible congenital deformity	____
17. Serious illness requiring hospitalization	____
18. Failure of a grade in school	____
19. Moving to a new school district	____
20. Not making an extracurricular activity you wanted	____

Life Events		My Rank Order
21.	Serious illness requiring hospitalization of parent	____
22.	Jail sentence of parent for 30 days or more	____
23.	Breaking up with girlfriend or boyfriend	____
24.	Beginning to date	____
25.	Suspension from school	____
26.	Birth of a sister or brother	____
27.	Increase in number of arguments with parents	____
28.	Increase in number of arguments between parents	____
29.	Loss of job by parent	____
30.	Outstanding personal achievement	____
31.	Change in parents' financial status	____
32.	Being accepted at a college of your choice	____
33.	Beginning senior high school	____
34.	Serious illness requiring hospitalization of sibling	____
35.	Change in father's occupation requiring increased absence from home	____
36.	Sister or brother leaving home	____
37.	Death of a grandparent	____
38.	Addition of third adult to family (i.e., grandparent)	____
39.	Becoming a full-fledged member of a church	____
40.	Decrease in number of arguments between parents	____
41.	Decrease in number of arguments with parents	____
42.	Mother beginning to work	____
43.	Other _____	____
44.	Other _____	____

Source: *Journal of Psychosomatic Research, 16, 7-18.*

Found in and adapted from *What to do regarding nurturing human development* (p. 44). (1983, August). Columbus: Ohio Department of Education, Division of Vocational Education.

SUPPLEMENT 4

Stress Scale - Child

The column of numbers to the right shows a point value for each life event (from 11 points to 100 points, depending on how much stress a child might have). Circle the events that happened to a child within the past year. Then, add up all points and refer to the score range below.

	Event	Points
1.	Death of a parent	100
2.	Divorce of parents	73
3.	Separation of parents	65
4.	Parent's jail term	63
5.	Death of a close family member	63
6.	Personal injury or illness	53
7.	Parent's remarriage	50
8.	Suspension or expulsion from school	47
9.	Parents' reconciliation	45
10.	Long vacation (Christmas/summer)	45
11.	Parent or sibling sickness	44
12.	Mother's pregnancy	40
13.	Anxiety over sex	39
14.	Birth or adoption of new baby	39
15.	New school, classroom, or teacher	39
16.	Money problems at home	38
17.	Death (or moving away) of close friend	37
18.	Change in studies	36
19.	Quarreling more with parents (or parents quarreling more)	35
20.	Change in school responsibilities	29
21.	Sibling going away to school	29
22.	Family arguments with grandparents	29
23.	Winning school or community awards	28
24.	Mother going to work or stopping work	26

25.	School beginning or ending	26
26.	Change in family's living standard	25
27.	Change in personal habits (bedtime, homework)	24
28.	Trouble with parents (hostility, lack of communication)	23
29.	Change in school hours, schedule, or courses	20
30.	Family's moving	20
31.	New sports, hobbies, or family recreation activities	19
32.	Change in church activities (more involvement or less)	19
33.	Change in social activities (new friends, loss of old ones, peer pressures)	18
34.	Change in sleeping habits (staying up later, giving up nap)	16
35.	Change in number of family get-togethers	15
36.	Change in eating habits (going on or off diet, new way of family cooking)	15
37.	Breaking home, school, or community rules	11

Total points = _____

300+	Major stress	150-199	Mild stress
250-299	Serious stress	11-149	Very little stress
200-249	Moderate stress		

According to Mendler (1990, p. 37), symptoms of stress in children may take many forms such as withdrawal from others, hyperactivity, underachievement, depression, anxiety, fatigue, nightmares, irritability, aggression, nervous laughter, body aches, and emotional tension. The better children feel about themselves (high self-esteem), the more able they are to handle stress.

Adapted from Editors of Prevention Magazine Health Books. (1988). *Everyday health tips: 2000 practical hints for better health and happiness* (p. 323). Emmaus, PA: Rodale Press. Used with permission.

Stages of Stress

1. Alarm

Body Identifies Stressor

- Increase in production of hormones (adrenaline)
- Increase in rate of heartbeat
- Increase in rate of breathing
- Increase in perspiration
- Pupils dilate
- Decrease in rate of digestion
- Increase in blood sugar level

↓

BURST OF ENERGY

↓

2. Resistance

Body Attempts to Adapt. This Depends on . . .

- Body's ability to resist
- Power of stress
- How stressor is perceived
- Ability of body to repair itself under stress
- Chemical changes brought on by stress

↓

HOLDING ACTION

↓

3. Exhaustion

Body is Extremely Tired

- Stress illness may develop
- Hormone supply diminishes
- Energy is gone
- Body can no longer adapt

↓

BREAKDOWN

Source: Dobry, A. (1989, June). *Decisions for independent living* (Vol. II) (p. 891). Fargo: North Dakota State University. Used with permission.

Stress-Related Signs and Symptoms

DIRECTIONS: Check the stress symptoms listed below which you often experience.

Physical Signs and Symptoms

___ Fatigue
___ Sleep problems
___ Frequent illness
___ Tight neck and shoulders
___ Cold or sweaty hands/feet
___ Headaches
___ High blood pressure
___ Upset stomach
___ Eyestrain
___ Excessive sweating
___ Constipation/diarrhea
___ Nervous tics
___ Overuse of medicine
___ Appetite changes
___ Weight gain or loss
___ Indigestion/Heartburn
___ Worrying too much about illness
___ Face feels hot/flushed
___ Dry mouth/throat
___ Dizziness
___ Legs get shaky
___ Teeth grinding
___ Rashes
___ Other _____

Thoughts and Feelings

___ Nervousness
___ Get upset easily
___ Impatience
___ Anger
___ Low self-esteem
___ Don't care attitude
___ Depression
___ Helplessness
___ Loss of confidence
___ Inability to concentrate
___ Feeling "blah"
___ Boredom
___ Feeling worthless
___ Restlessness
___ Insecurity
___ Denying problems
___ Feeling of sadness
___ Feeling suspicious
___ Other _____

Behaviors

___ Keeping to yourself
___ Overeating
___ Putting things off
___ Swearing
___ Reckless driving
___ Forgetfulness
___ Drinking and drug abuse
___ Putting others down
___ Increase in smoking
___ Belittling others
___ Arguing
___ Nail biting
___ Crying
___ Tapping fingers or feet
___ Sleeping or going to bed to escape
___ Avoiding work
___ Neglecting responsibility
___ Gambling
___ Spending sprees
___ Sexual promiscuity
___ Being late to work
___ Poor appearance
___ Poor health habits
___ Being accident prone
___ Credit trouble
___ Shoplifting
___ Violent actions
___ Other _____

Adapted from *Journeys: A personal approach to handling change* (p. 7). (1990). Beaverton, OR: Great Performance, Inc. Used with permission.

Case Study

Miguel and Eduardo, single noncustodial parents, have worked in the same factory for ten years as part of the maintenance staff. The factory keeps laying off personnel. So far Miguel and Eduardo have worked steadily, but are expecting being laid off within the next six months. They have talked it over and decided to start a business doing maintenance and repairs for small businesses in the area that don't have employees doing that kind of work. Mark has a large shed they can use to start the business. Both have a variety of tools they will need. Each has a little money ahead, though both realize they haven't saved what they should.

DIRECTIONS: For each situation below, list stress-related signs and symptoms each person might experience. (Refer to Supplement 6 if needed.)

A. The court orders Miguel to pay delinquent child support and this depletes his savings.

B. Eduardo gets laid off.

C. They are unable to get a business loan to buy the equipment they need.

D. A friend offers them a three-month maintenance contract for his business.

E. Miguel gets an offer of a promotion but it involves moving to another state.

F. Eduardo's uncle dies and his aunt asks him to manage their business.

G. Miguel's two teenage sons come to live with him.

H. A fire destroys the shed and all the tools they had collected. No insurance had been purchased.

I. Eduardo meets a woman he wants to marry.

J. Miguel takes an entrepreneur course and realizes he does not have the characteristics and skills to be an entrepreneur.

Source: *What to do regarding nurturing human development* (pp. 73-75). (1983). Columbus: Ohio Department of Education.

Adapted from *Adult roles & functions: Competency-based curriculum* (pp. i-17–i-19). (1980). Huntington: West Virginia Vocational Curriculum Laboratory.

SUPPLEMENT 8

How Likely Are You To Be Affected by Stress?

Here is a list of some habits that may influence how you are affected by stress. Read each item and make an "X" on the blank beside each item that applies to you.

____ 1. I eat at least one hot, balanced meal a day.

____ 2. I get seven to eight hours sleep at least four nights a week.

____ 3. I give and receive affection regularly.

____ 4. I have at least one relative within 50 miles on whom I can rely.

____ 5. I exercise to the point of sweating at least twice a week.

____ 6. I smoke less than half a pack of cigarettes a day.

____ 7. I take fewer than five alcoholic drinks a week.

____ 8. I am a healthy weight for my height.

____ 9. I have enough income to meet basic expenses.

____ 10. I get strength from my religious beliefs.

____ 11. I regularly attend club or social activities.

____ 12. I have a network of friends and acquaintances.

____ 13. I have one or more friend(s) to confide in about personal matters.

____ 14. I am in good health (including eyesight, hearing, teeth).

____ 15. I can speak openly about my feelings when angry or worried.

____ 16. I talk to the people I live with about domestic problems (chores, money, daily living issues).

____ 17. I do something for fun at least once a week.

____ 18. I can plan my time to get things done.

____ 19. I drink less than three cups of coffee (or tea or cola drinks) a day.

____ 20. I take quiet time for myself during the day.

How Likely Are You To Be Affected by Stress?

1. Good nutrition including a variety of foods can aid one's body in maintaining best health and to cope with stress. The right food at the right time may help one live with or relieve stress. Air-popped popcorn, dry breakfast cereals, and rice cakes may be helpful additions to a nutritious diet for especially stressful times (Editors of Prevention Magazine, 1988).

2. Enough sleep means one can be alert and go about one's activities. Many people experiencing stress may have trouble sleeping and may wake up tired and irritable. Over time, lack of sleep may contribute to the body's lack of energy to cope with stress. To help in falling asleep, one may try a light snack of complex carbohydrate's (such as crackers, not sugar), exercise early in the day, avoid nicotine and caffeine, and do practice relaxation (Editors of Prevention Magazine, 1988).

3. Giving and receiving affection can reduce stress, build intimacy, and help in resolving conflicts. Research shows that when people get socially and emotionally close, rates of disease and death go down (Editors of Prevention Magazine, 1988).

4. Many families provide the caring for and about one another that people need, especially in times of stress. The strength of a family may lie in how well it fulfills the expectations of its members for love, security, protection, emotional and financial support, nurturing, guidance, and encouragement (Romness & Carr, 1986).

5. Researchers have found that a minimum of three half-hour exercise sessions weekly not only help relieve depression but reduce the frequency and severity of it happening repeatedly. Exercise improves physical condition enabling one's body to more efficiently deliver oxygen to muscles so one does not tire quickly. It also stimulates an overall feeling of well-being (*Depression*, 1983).

6. Nicotine in cigarettes causes slight impairment to a person's ability to react in emergencies and it affects a person's breathing efficiency, especially important in stressful situations (Romness & Carr, 1986).

7. Alcohol is a powerful depressant drug that masks the symptoms of stress. Alcohol can increase stress by inhibiting clear thinking, or creating new problems such as arguments, accidents, and so on ("About College and Stress," 1991).

8. Looking good can help one feel good. Plus, best body weight may lessen the burden on body systems and leaves more energy to use for adapting to stress.

9. If one wants to be independent, one needs to financially support oneself. One needs to pay for basic needs of food, shelter, and clothing as well as transportation, education, recreation, medical costs, and taxes. One needs to (1) allow a certain amount of money weekly or monthly for expenses, (2) plan ahead, and (3) stick to a budget (Romness & Carr, 1986).

10. Religion may provide a personal philosophy that gives one's life meaning and hope, even in seemingly hopeless moments (Editors of Prevention Magazine, 1988).

11. Social networks provide emotional support, communicating to a person that she or he is loved, cared for, and valued. Social networks may provide information and referral to helpful resources (Slaikeu, 1990).

12. Friends tend to give each other emotional comfort and act as buffers against stress (Editors of Prevention Magazine, 1988).

13. Confiding in a trustworthy, level-headed person may relieve strain, help one see a situation in a clearer light, and may help one determine what to do (*Adolescent Parent Resource Guide*, 1989).

14. The amount of stress in one's life has been found to be a factor in one's risk of illness. Stress may not cause disease but it is known to be a major contributor to several illnesses (including heart disease and asthma). Stress can impair the ability of the body's immune system to fight off disease.

15. Bottled-up anger ("stuffing it") may boost blood pressure, contribute to headaches, and possibly aggravate such conditions as ulcers. A healthy response to anger is to direct it. For example: calmly discuss problems, discuss the causes of anger, express anger in ways that do not hurt and learn to let go anger when it is expressed. Crying may relieve stress by ridding the body of harmful chemicals produced in stressful times.

16. Living is not something one does alone. People become dependent on the help, services, and friendship of others. Talking about everyday problems may lessen stress and prepare one for major stressors (Romness & Carr, 1986).

17. Laughter is good exercise, a form of "inner jogging." A good laugh may lower blood pressure, reduce muscle tension, increase alertness, and improve digestion. And, if one laughs hard enough to cry, tears contain bacteria-killing agents. Books, movies, jokes, and reminiscing may be fun therapy (*Adapting to Stress*, 1988).

18. Planning ahead may help give one a sense of control over what happens and may prepare one mentally for stress. Planning can help one save time and help prevent the jitters over the unexpected happening (Editors of Prevention Magazine, 1988).

19. Caffeine (found in coffee, tea, chocolate, and some soda pop) may produce a nervous, jittery feeling that may make stress symptoms seem worse and may make it more difficult to think clearly.

20. Studies have shown that people reduce heart rate, respiration, and blood pressure by committing to a regular routine of a few minutes of quiet relaxation morning and evening.

Preparing for Stress . . . Personal Time Line

By anticipating and preparing for events, one gains some control over the stress that comes with the events. Below is an example of a Personal Time Line.

On the blank Personal Time Line following the example, write down the major stressful events you will probably need to face over the next month, three months, or one year.

PERSONAL TIME LINE EXAMPLE

Personal: Payment Due (12/17) — Divorce Hearing (12/29)

Job: Pay Day (11/15) — Job Ends (12/22)

Environment: Winter Begins (12/21)

YOUR PERSONAL TIME LINE

Personal: _____

Job: _____

Environment: _____

Personal: _____

Job: _____

Environment: _____

Personal: _____

Job: _____

Environment: _____

Adapted from *Journeys: A personal approach to handling change* (p. 10). (1990). Beaverton, OR: Great Performance, Inc. Used with permission.

Personal Plan To Manage Stressful Events

What Can You Control? How Important Is It?

To handle the stress of change most effectively you will want to decide what you can control and what you cannot control and how important each is.

In the space below, or on a separate paper, identify stressful events you have faced or will face in the next few months and place them in the box according to their importance to you and your ability to control them. These are *your ideas* and may be different from the way everyone else thinks. You can choose to share or keep this to yourself.

I CAN CONTROL—IMPORTANT These events require action. For example, "The loan is due; I have to pay the interest."	**I CAN CONTROL—NOT IMPORTANT** These events don't deserve much attention. For example, "I will go in to the bank to explain why my loan payment is overdue."
I CANNOT CONTROL—IMPORTANT These events are beyond control—they require acceptance. For example, "The interest rate is high on my loan and low on my savings account."	**I CANNOT CONTROL—NOT IMPORTANT** For example, "The bank requires people having loans overdue 30 days to appear before the Board of Directors."

Adapted from *Journeys: A personal approach to handling change* (p. 12). (1990). Beaverton, OR: Great Performance, Inc. Used with permission.

My Personal Strengths Sheet

Underline each strength that you think you have. You might also have someone else go over the list and tell you which ones they think you have, too. Sometimes other people see our strengths more than we do.

able to care for self
able to give orders
able to take orders
accepts advice
admires others
affectionate
artistic
assertive
athletic
attractive

brave
businesslike

calm
can be firm if needed
caring
clean
committed
common sense
communicates well
compassionate
considerate
cooperative
courteous
creative

daring
dedicated
dependable
diligent
disciplined
do what needs to be done
don't give up

eager to please
effective
efficient
elegant
encourages others
enjoys taking care of others

fair
feeling
forceful
friendly
funny

generous
gets along with others
gets things done
giving
goal setter
good cook
good dancer
good friend
good leader
good listener
good looking
good manners
good neighbor
good parent
good singer
good with details
good with words
good with my hands
graceful
grateful

happy
hard worker
healthy
helpful
honest
humorous

independent
inspiring
intelligent

keeps agreements
kind and reassuring

leader
likes responsibility
lots of friends
lovable
loving
loyal

makes a difference
makes a good impression
mathematical
mechanical
motivates others

musical

never gives up

observant
often admired
organized
on time
open

patient
peaceful
physically fit
pleasant
positive attitude

quick learner

religious
respectful of authority
respected by others
responsible
risk taker

self-confident
self-respecting
sense of humor
sensitive
speaks several languages
spiritual
stand up for myself
strong

team player
tolerant
trusting

understanding
unselfish

warm
well-dressed

other:
_____
_____
_____

Adapted from and used by permission: *The technology of building high self-esteem* (pp. 8-10). (n.d.). Culver City, CA: Jack Canfield Self-Esteem Seminars.

Test Your Support Network

The following questions will help you decide how strong your social network is. Circle one answer for each item. Then add the points next to the answer you circled. To the line at the left, add the total points on the "Total Points" line near the bottom of this page.

Points

_____ 1. At work, how many persons do you talk to about a job hassle?

(0) none (or not employed)
(3) one or two
(4) two or three
(5) four or more

_____ 2. How many neighbors do you trade favors with (loan tools or household items, share rides, babysitting, and so on)?

(0) none
(1) one
(2) two or three
(3) four or more

_____ 3. Do you have a positive relationship with a spouse or partner?

(0) none
(2) several different partners
(6) one steady partner
(10) married or living with someone

_____ 4. How often do friends and close family members visit you at home?

(0) rarely
(1) about once a month
(4) several times a month
(8) once a week or more

_____ 5. How many friends or family members do you talk to about personal matters?

(0) none
(6) one or two
(8) three to five
(10) six or more

_____ 6. How often do you participate in a social, community, or sports group?

(0) rarely
(1) about once a month
(2) several times a month
(4) once a week or more

_____**Total Points**

If your Support Network score is:

Less than 15: Your support network has low strength and probably does not provide much support. You need to consider making more social contacts.

15-29: Your support network has moderate strength and likely provides enough support except during periods of high stress.

30 or more: Your support network has high strength and it will likely maintain your well-being, even during periods of stress.

Source: *Journeys: A personal approach to handling change* (p. 14). (1990). Beaverton, OR: Great Performance, Inc. Used with permission.

SUPPLEMENT 13

Building Your Support System

List THREE people in your home, school, work, or other worlds who either do or could do one of these things for you.

Someone who . . .

1. will listen without giving advice.

2. is an expert in any field and who you can trust.

3. helps you see how you could improve yourself.

4. is willing to be on your side in a difficult situation even if they are not in total agreement with what you are doing.

5. is a friend to question your excuses.

6. shares your feelings and ideas.

Adapted from *Family and career transitions resource guide* (p. 267). (1989). Columbus: Ohio Department of Education, Division of Vocational Education.

SUPPLEMENT 14

Top Stresses

Female Married

1. Economics/finances/budgeting
2. Lack of shared responsibility in family
3. Insufficient couple time
4. Children's behavior/discipline/sibling fighting
5. Housekeeping standards
6. Insufficient "me" time
7. Guilt for not accomplishing more
8. Insufficient family playtime
9. Spousal relationship (communication, friendship, sex)
10. Self-image/self-esteem/feelings of unattractiveness

Male Married

1. Economics/finances/budgeting
2. Insufficient couple time
3. Communicating with children
4. Children's behavior/discipline/sibling fighting
5. Spousal relationship (communication, friendship, sex)
6. Overscheduled family calendar
7. Insufficient "me" time
8. Unhappiness with work situation
9. Insufficient family playtime
10. Television

Single Parents

1. Economics/finances/budgeting
2. Guilt for not accomplishing more
3. Insufficient "me" time
4. Self-image/self-esteem/feelings of unattractiveness
5. Children's behavior/discipline/sibling fighting
6. Unhappiness with work situation
7. Housekeeping standards
8. Communicating with children
9. Insufficient family playtime
10. Lack of shared responsibility in family

Source: Curran, D. (1985). *Stress and the healthy family* (pp. 20, 21). New York, NY: Winston Press (now HarperCollins). Used with permission.

SUPPLEMENT 15

Personal Stress Reduction Plan

Evaluation Form

Put your personal stress reduction plan into action for a period of one week. At the end of this time, rate yourself as to your ability to cope with or reduce the stress of the situation.

I believe my ability to cope

___ was greatly increased.
___ was somewhat increased.
___ remained about the same.
___ was somewhat decreased.
___ was greatly decreased.

Why do you think and feel this way? _____

_____

_____

After putting my plan into action, I believe my stress

___ was eliminated.
___ was greatly reduced.
___ remained about the same.
___ was somewhat increased.
___ was greatly increased.

Why do you think and feel this way? _____

_____

_____

Note: If your coping or stress reduction plan was successful, continue the plan. If your plan was unsuccessful, ask the facilitator to help you devise a new plan for coping with or reducing stress in your life.

Source: Sanders, C., & Turner, C. (1984). *Coping: A guide to stress management* (p. 109). Carthage, IL: Good Apple, Inc. Used with permission.

Children Coping with Stress

To help a child handle STRESS, I need to remember . . .
• Children can be bothered by stress.
• High self-esteem helps a child handle stress.
• Identify and express feelings to avoid stress build-up.
• People may not know how you feel unless you tell them.
• How we feel and how we act are related.
• Help a child feel better without hurting anyone.
• Don't sweat the small stuff!

Adapted with permission from *Smiling At Yourself: Educating Young Children About Stress and Self-Esteem*, ETR Associates, Santa Cruz, CA. For information about other related materials, call 1-800-321-4407.

Positive and Negative Coping Strategies

Positive

1. Develop a realistic picture of yourself. Know what you are feeling and why.
2. Set realistic goals for yourself.
3. Ask for help when it is needed.
4. Develop a personal support system.
5. Have hope.
6. Maintain an active social life outside of work.
7. Take timeouts when you need them.
8. Maintain a routine of proper nutrition and physical exercise.
9. Think positive.
10. Develop self-therapies such as meditation, biofeedback, and relaxation response.

Negative

1. Deny that change is taking place.
2. Belittle your abilities and foster feelings of inadequacy.
3. Increase drinking.
4. Avoid the problem.
5. Withdraw from friends.
6. Express anger at the situation or at individuals.
7. Use excessive work as an escape or a solution.
8. Be defeating and depressed. "I will never be able to. . . ."
9. Make excuses and try to figure out why this is happening to you. "What did I do wrong to deserve this?"
10. Have an "I don't need any help" attitude.

Adapted from *Family and career transitions resource guide* (p. 204). (1989). Columbus: Ohio Department of Education, Division of Vocational and Career Education. Used with permission.

SUPPLEMENT 18

What Do I Value in Life?

Read through the list below. Put an "X" on the blank beside each of the words or phrases that is important to you. Then go through the list again and put in order the five **most important** words and the five **least important** words overall. Write these on the blanks near the end of this Supplement.

_____ Getting things done

_____ To be good-looking

_____ To have a job that will get me somewhere

_____ Being able to help others

_____ Caring about people

_____ Being nice to other people

_____ Creativity

_____ To keep at something until it is done

_____ To feel like I'm okay

_____ To have enough money

_____ Freedom

_____ Health

_____ Honesty

_____ Independence

_____ Sincerity

_____ To see that things are fair

_____ To know lots of things

_____ To be loved

_____ To love somebody

_____ To do things because they are "right"

_____ New experiences

_____ Pleasure

_____ Power

_____ To have people know who I am

_____ To be a part of things

_____ Religion

_____ To be looked up to

_____ To be in charge

_____ Satisfying family life

_____ To feel like life is okay

_____ To control myself

_____ To do something well

_____ To be able to put up with people and things

_____ To have lots of money

_____ Other _____

_____ Other _____

Rank five *most* important words:

1. _____
2. _____
3. _____
4. _____
5. _____

Rank five *least* important words:

1. _____
2. _____
3. _____
4. _____
5. _____

Values-in-Conflict Case Studies

For each situation below, identify the values which seem to conflict with one another and describe how your response would change, given the additional information.

1. Jessica is three months pregnant. She smokes a pack of cigarettes every day. The doctor has told Jessica smoking is harmful to her baby. Several of Jessica's friends smoke and have had healthy babies. What should Jessica do?

   Values in conflict:

   Would your response change if you knew . . .

   Everyone in Jessica's family smoked?

   Jessica did not want to have this baby?

2. Tom works at a construction site as part of a summer youth employment program. His family is planning to visit his brother for a week. They think Tom should go with them. If Tom does not go to work, he is fired. What should he do?

   Values in conflict:

   Would your response change if you knew . . .

   Tom's brother was dying of cancer?

   Tom has never been able to keep a job until this one?

3. Cindy is a 17-year-old single parent with two children, ages 1 and $2\frac{1}{2}$. Even though Cindy is financially strapped, she spends lots of time with her children. Cindy works as a receptionist for a sales company. Her supervisor has just offered her a promotion to become a telephone survey representative. The promotion will mean a salary increase, greater work load and responsibility, and working two to three evenings a week plus one weekend per month. What should she do?

   Values in conflict:

   Would your response change if you knew . . .

   The company directors were talking of merging with another company?

   Cindy's children were having difficulty with their babysitter?

4. Rashawn has two children, ages 2 and 4. Both children seem to throw temper tantrums when shopping with their mother. The children are also becoming rebellious at home. Rashawn does not want to hit her children and have people think she is a bad mother. What should she do?

   Values in conflict:

   Would your response change if you knew . . .

   Rashawn was physically abused throughout childhood?

   Rashawn has no friends?

Source: *Adolescent parent resource guide* (pp. 93-94). (1989). Columbus: Ohio Department of Education. Used with permission.

Anger Test

Check (✓) the following statements as "true" or "false." Be honest!

T___ F___ 1. I don't show my anger about everything that makes me mad, but when I do—look out!

T___ F___ 2. I still get angry when I think of the bad things people did to me in the past.

T___ F___ 3. I fly off the handle easily.

T___ F___ 4. I often find myself having heated arguments with the people who are closest to me.

T___ F___ 5. I sometimes lie awake at night and think about the things that upset me during the day.

T___ F___ 6. When someone says or does something that upsets me, I usually don't say anything at the time, but later I spend a lot of time thinking up cutting replies I could and should have made.

T___ F___ 7. I find it very hard to forgive someone who has done me wrong.

T___ F___ 8. I get angry with myself when I lose control of my emotions.

T___ F___ 9. People really irritate me when they don't behave the way they should.

T___ F___ 10. If I get really upset about something, I have a tendency to feel sick later, either with a weak spell, headache, upset stomach, or diarrhea.

T___ F___ 11. People I've trusted have often let me down, leaving me feeling angry or betrayed.

T___ F___ 12. When things don't go my way, I feel depressed.

T___ F___ 13. I am apt to take frustration so badly that I cannot put it out of my mind.

T___ F___ 14. I've been so angry at times that later I couldn't remember things I said or did.

T___ F___ 15. After arguing with someone, I hate myself.

T___ F___ 16. I've had trouble on the job because of my temper.

T___ F___ 17. When riled up, I often blurt out things I later regret saying.

T___ F___ 18. Some people are afraid of my bad temper.

T___ F___ 19. When I get angry, frustrated, or hurt, I comfort myself by eating, using alcohol or other drugs, or sexually acting-out.

T___ F___ 20. When someone hurts or frustrates me, I want to get even.

T___ F___ 21. I've gotten so angry at times that I've become physically violent, hitting other people or breaking things.

T___ F___ 22. At times, I've felt angry enough to kill.

T___ F___ 23. Sometimes I feel so hurt and alone I feel like committing suicide.

T___ F___ 24. I'm a really angry person, and I know I need help learning to control my temper and angry feelings because it has already caused me a great many problems.

If you answered true to 10 or more, you are seriously prone to anger problems. It's time for a change.

If you answered true to 5 questions, you are about average in your anger feelings, but learning anger management techniques can make you happier.

If you answered true to even *one* of the last four questions, your anger has reached a danger level!

Seek help from . . .

School counselor
Parents/family/friends
Spouse abuse center
Department for Social Services
Community mental health center
Pastor/priest/rabbi

Source: *Prevention of family violence curriculum guide* (pp. PV 41-42). (1989). Frankfort: Kentucky State Department of Education.

Constructive or Destructive?

The following statements might be made during an interchange between persons. Identify each statement as either constructive (C) or destructive (D) by placing an "X" in the proper column. State what you believe will be the probable outcome of each interchange.

		C	D	Probable Outcome
1.	"Tony, I love you very much, but I do not like your behavior today."	___	___	_____
2.	"I get terribly upset when I fix a meal and you can't get home from your friend's house on time to eat."	___	___	_____
3.	"I know we've argued over this before, but I get anxious and worried when you don't come home on time. My feelings count around here, too, you know."	___	___	_____
4.	"All you salespeople want to do is rip someone off so you can make a quick buck. Give me my money back."	___	___	_____
5.	"When the baby won't stop crying, I about go crazy. I need some help in taking care of him."	___	___	_____
6.	"Can't you do something right for once? You *never* do your work right. Then I get in trouble for it!"	___	___	_____
7.	"You'll never make a good parent. You're too self-centered."	___	___	_____
8.	"Boss, I get angry when you blame me for everything that goes wrong. It's not always my fault. Why don't you want to hear my side of the story?"	___	___	_____
9.	"You are a real slob! Your room looks like a pigpen. Do you really enjoy wallowing in this mess?"	___	___	_____
10.	"You are the worst mom I ever heard of. None of my friends would want to say they were your child and I don't want to either."	___	___	_____
11.	"John, you are a very personable employee and have many skills. Lately, I have noticed that your work has been inaccurate and sloppy. Let's talk about it."	___	___	_____

Adapted from Dixon, B. (1984). *Life management skills curriculum module: Resolving conflict project* (171-1554-4-1011 HE 239 Bk 8f) (pp. 13-14). Pensacola: The University of West Florida.

Found in and adapted from *Family and career transitions resource guide* (p. 255). (1989). Columbus: Ohio Department of Education, Division of Vocational and Career Education. Used with permission.

Choose Your Words Carefully for Constructive Communication

Example:

1. You never call me.	1. I wish you would call me more often.
2. You're always late.	2.
3. That is stupid!	3.
4. Nobody in this place cares about my homework.	4.
5. You always ignore me.	5.
6. Don't yell at me!	6.
7. You shouldn't do that.	7.
8. You always have to have things your way.	8.
9. You never listen to me.	9.
10. Get out of here and leave me alone.	10.

From *Life Planning Education: A Youth Development Program*, The Center for Population Options, 1985. Additional materials, training, and technical assistance available from CPO, 1025 Vermont Ave. NW, #200, Washington DC 20005, 202-347-5700.

Found in *Project taking charge*, June 1990, American Home Economics Association, Alexandria, VA. Reprinted with permission.

Choose Your Words Carefully for Constructive Communication

Example:

1. You never call me.	1. I wish you would call me more often.
2. You're always late.	2. When you are not on time, I feel hurt.
3. That is stupid!	3. I am not sure that idea would work; let's explore it.
4. Nobody in this place cares about my homework.	4. I wish I could get more attention paid about my homework.
5. You always ignore me.	5. I wish you would talk to me more when we go out.
6. Don't yell at me!	6. When you yell at me, I feel like pulling away from you.
7. You shouldn't do that.	7. I feel angry when you do that.
8. You always have to have things your way.	8. I feel hurt when you don't consider my ideas.
9. You never listen to me.	9. I get hurt when I feel no one is listening to me.
10. Get out of here and leave me alone.	10. I would really like to be by myself for a while.

From *Life Planning Education: A Youth Development Program*, The Center for Population Options, 1985. Additional materials, training, and technical assistance available from CPO, 1025 Vermont Ave. NW, #200, Washington, DC 20005, 202-347-5700

Found in *Project taking charge*, June 1990, American Home Economics Association, Alexandria, VA. Reprinted with permission.

Interpersonal Communication Inventory

DIRECTIONS: Place an "X" in the column which best describes how you communicate.

	No	Sometimes	Yes
1. In talking with people, do your words come out the way you would like them to?	____	____	____
2. When a question that is not clear is directed to you, do you ask the family member to elaborate further on the question?	____	____	____
3. Do you assume other people know what you are trying to say without explaining what you really mean?	____	____	____
4. Do you ever ask people to tell you what they think about what you are saying?	____	____	____
5. Are you aware of how your tone of voice may impress others?	____	____	____
6. When someone has hurt your feelings, do you talk about this with her or him?	____	____	____
7. Do you later say "I'm sorry" to someone whose feelings you may have hurt?	____	____	____
8. When a problem comes up between you and another person, are you able to talk about it together without getting mad?	____	____	____
9. Is it hard for you to say nice things about others?	____	____	____
10. Do you let the other person finish talking before reacting to what she or he is saying?	____	____	____
11. Do you pretend that you are listening to others when you are not really listening?	____	____	____
12. Is it hard for you to see things from the other person's point of view?	____	____	____
13. Do you ever try to imagine how you might feel if you were in the other person's shoes?	____	____	____
14. In talking with someone, can you tell the difference between a person's words and their feelings?	____	____	____
15. While talking, do you know how others are reacting to your words and your feelings?	____	____	____

Source: Unknown

Ten Commandments for Good Listening

1. Stop Talking.
   You cannot listen if you are talking.

2. Put the Talker at Ease.
   A person needs to feel free to talk.

3. Show That You Want To Listen.
   Look and act interested. Try to understand.

4. Remove Distractions.
   Don't doodle, tap, or shuffle papers.

5. Empathize.
   See the talker's point of view.

6. Be Patient.
   Allow plenty of time. Do not interrupt.

7. Hold Your Temper.
   An angry person gets the wrong meaning.

8. Go Easy on Argument and Criticism.
   Don't argue; even if you win, you lose.

9. Ask Questions.
   Questions show you are listening.

10. Stop Talking.
    First and last; all others depend on it.

Listen Kit

The facilitator might make a "listen kit" as a re-enforcement to use in summarizing discussions on listening. Include the following in the kit:

Hand mirror	- Try to put yourself in the other person's place.
Zipper	- Stop talking. You cannot listen while you are talking.
Door knob, latch, welcome mat	- Use "door openers" to help people begin.
Large cardboard question mark	- Ask questions and listen to the answers.
Sign that says "I know, I have all the answers!"	- Don't guess what the other person is going to say and answer that without really listening to what's said.
Stop sign	- Stop to make sure you understand what the other person means.
Gavel	- Try to avoid judging the other person.

Source: Bagby, B. H. (1978, June). "Coping with crisis" series (CHEP 306-310) (p. 2). Urbana-Champaign, IL: Cooperative Extension Service.

"Getting the Message"

DIRECTIONS: Divide the group into pairs. Identify one person in each pair as A and the other as B. Do each of the following exercises discussing the questions listed immediately after each one is completed.

1. A - Talk about any topic you want. B - Pay no attention to A in any way. Doodle, look around, thumb through papers, but do not look at all at A. Reverse roles.

   a. Discuss how it felt to be the person talking.
   b. What difference might this kind of inattention have on relationships with others.

2. A - Talk again about any topic you want. B - Look at A for a few seconds, then glance away, look at your watch, shuffle papers, look back at A, say "I'm listening", etc. Reverse roles.

   a. How did it feel to have "make believe" attention of a listener?
   b. What might this behavior do to a relationship?

3. A - Talk again about any topic you wish. B - Look at A with a poker face, the face of a stern father or school principal. Cross your arms. Reverse roles.

   a. How did it feel to receive negative judgment attention?
   b. How might this affect a relationship?

4. A - Talk about something that means a lot to you, makes you happy or sad, etc. B - Look directly at A, listen carefully, listen for feelings, show in your face the feelings expressed. Reverse roles.

   a. How did you feel as the speaker? Understood?
   b. How might this way of listening affect a relationship?

5. B - Talk about something that is significant to you, interesting and meaningful. A - Look at B, try to capture the feelings in facial expressions, but this time accent your listening with a few words such as "yes," "I see," "okay," "uh-huh." Ask questions for clarification or elaboration. Reverse roles.

   a. Did you feel that your partner was interested, seemed to understand?
   b. How might this way of listening affect a relationship?

Adapted from Bagby, B. H. (1978, June). *"Coping with Crisis" Series* (CHEP 306-310) (p. 4). Urbana-Champaign, IL: Cooperative Extension Service.

Conflict Situations

Some conflict situations are described below. For each, several actions one might take are listed. For each action, identify whether the probable outcome might be lose-lose, win-lose, or win-win. The first conflict situation is an example.

1. Your friend wants to go to a movie, but you want to play cards. Do you . . .

YOU	OTHER	
win	lose	insist on your own way
_____	_____	give in and pout
_____	_____	give in and enjoy yourself
_____	_____	go nowhere

2. You tell your toddler to pick up the toys on the floor. Your toddler does not want to pick up the toys. Do you . . .

YOU	OTHER	
_____	_____	tell somebody else to pick up the toys
_____	_____	pick up the toys yourself
_____	_____	force your toddler to do as you asked
_____	_____	give your toddler a cookie after picking up the toys

3. Your friend or spouse wants you to drink several beers every night with her or him. You are pregnant and not interested in drinking beer. Do you . . .

YOU	OTHER	
_____	_____	refuse to drink, but encourage your friend to go ahead
_____	_____	refuse to be with friend if she or he intends to drink
_____	_____	give in and drink
_____	_____	encourage your friend not to drink, but drink every once in a while with her or him

4. A supervisor calls you in and accuses you of not cleaning up your work mess, even though she or he didn't see you leave your area without cleaning it. You had not put three tools away. Do you . . .

YOU	OTHER	
_____	_____	threaten to report your supervisor to the head manager for making accusations without proof
_____	_____	deny all charges
_____	_____	admit your guilt and explain how serious the problem was
_____	_____	tell the supervisor that your coworker left the tools
_____	_____	get your coworker to tell the supervisor that you didn't leave your tools out

5. You discover that your coworker has told a secret of yours and now half the company employees know it. Do you . . .

YOU	OTHER	
_____	_____	refuse to speak to or be around your coworker
_____	_____	tell a secret of your coworker's all over the company
_____	_____	try to find out why your coworker betrayed your secret
_____	_____	blow up and tell off your coworker
_____	_____	tell others what a terrible person your coworker is

Adapted from *Family and career transitions resource guide* (p. 258). (1989). Columbus: Ohio Department of Education, Division of Vocational and Career Education. Used with permission.

Rules to FIGHT by:

CLARIFY – Be sure you know what the real problem is. Ask questions.

OUTCOME – Work for an outcome where everybody wins.

NEEDS – Know the needs of the people involved.

FACTS – Give the facts and stay on the issue. Avoid insults.

LISTEN – Really listen to words and feelings.

"I" – Start sentences with "I," not "you."

CHANGE – Decide what you could give up. Give some control to the other person.

TEAMWORK – Think of the other person as a team member and try to work together.

. . . if you really want to resolve conflict!

Steps in Resolving Conflict

6. _____

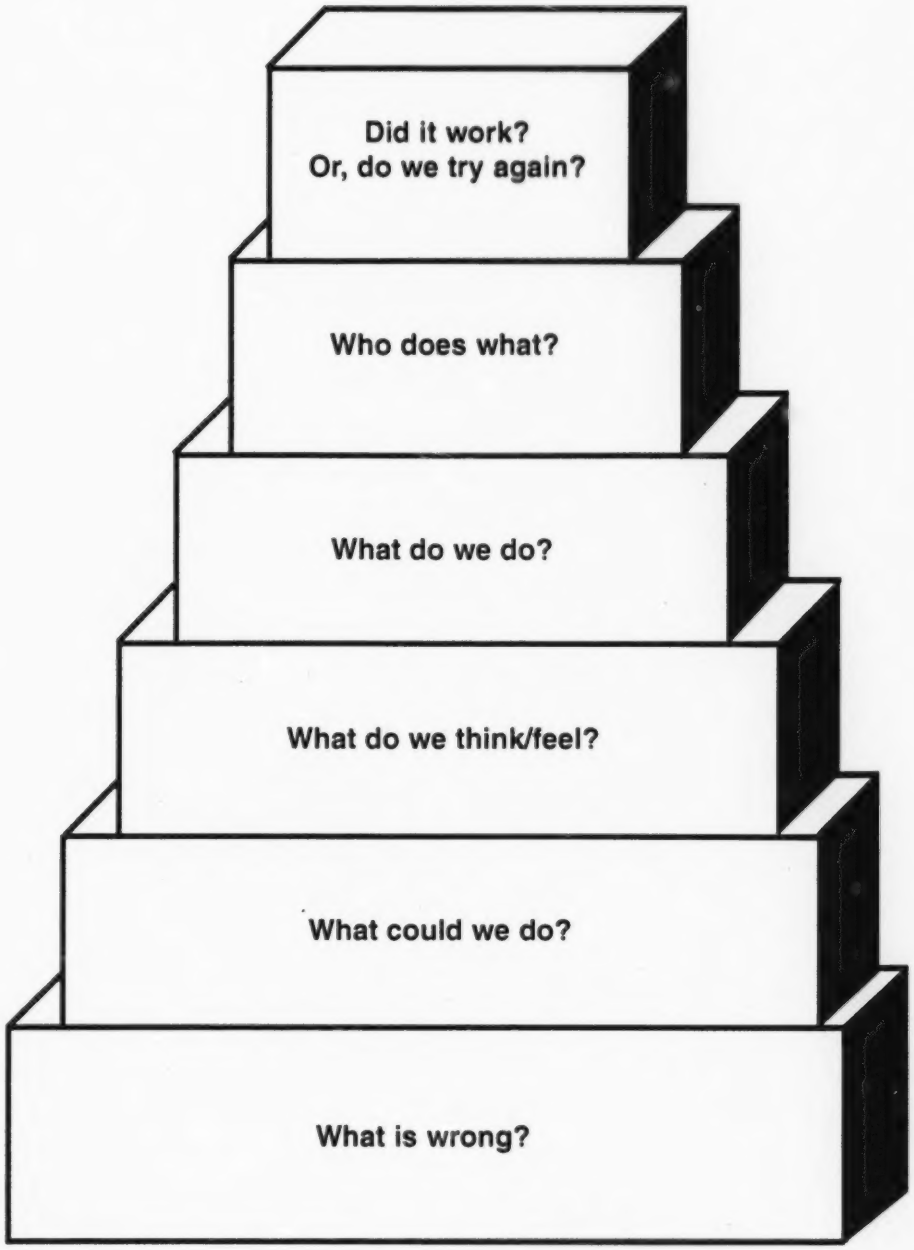
5. _____

4. _____

3. _____

2. _____

1. _____



Select a conflict. Then, follow the steps to show how you might use communication skills to resolve the conflict.

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Improving Responses to Individual and Family Crises – Notes

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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